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ABSTRACT

The materials status report for Hindi is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching a given language to English speakers. The report consists of: (1) a brief narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations consisting of a general description, including publication information, an overview of the contents, and statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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Language/Area Reference Center

Materials Status Report

HINDI

November, 1985

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Language, dialects, standards. Hindi is the declared official language on the federal level in India; however, English is constitutionally recognized as official as well, until such time as the non-Hindi-speaking regions are prepared to implement the use of Hindi for official business. Its major dialect names are Khari Boli, Braj and Awadhi. Standard written Hindi is based on the Khari Boli dialect. There is a standard oral dialect as well, known as Hindustani. All the dialects are to some extent mutually intelligible, and Hindi generally is mutually intelligible with Urdu.

Writing System. Hindi employs the Devanagari script, with a standardized orthography. Devanagari is also used for Nepali, Sanskrit, and Marathi. The written language differs somewhat from the spoken.

Production of written language. Typewriters can be bought in India and Britain. Typesetting is available in India and London and computer type fonts are available for the MacIntosh and IBM PC.

Difficulty for English-speaking learners.

Phonology: Most difficult for English speakers are aspiration of voiced and unvoiced consonants and retroflexives.

Syntax: Difficult. Hindi is SOV, with associated phrase and clause structure "backward" from English.

Vocabulary: Very difficult, no cognates with English. A major difficulty is in the difference between the spoken and written languages, and the need to make vocabulary choices. In the spoken language there is, however, an increasingly large number of English loan words. India has cognates with Sanskrt and Persian.

Writing system: Difficult at first. The script "fits" the pronunciation quite well.

Usable existing texts. Among the many are:

Basic level: Gumperz, Conversational Hindi-Urdu, Volumes I and II, 1962-63.
Jain, First Year Hindi Grammar Workbook, 1983.
McGregor, Exercises in Spoken Hindi, 1970.
Van Olphen, First-Year Hindi Course, Parts 1 and 2, 1985.

Advanced level: Gambhir, Spoken Hindi-Urdu, 1983.
Kachru, Intermediate Hindi I and II, 1981.
Nilsson, Hindi Stories, 1975.
Zide, Premchand Reader, 1965.

Usable existing texts, cont.

Refresher-Maintenance: none
Reference: McGregor, Outline of Hindi Grammar, 1984.
Southworth, Hindi-Urdu Reference Manual, 1971.
Dictionaries: Bulcke, English-Hindi Dictionary, 1968.
Chaturvedi, Practical Hindi-English Dictionary, 1975.
Platts, Dictionary of Urdu, Classical Hindi and English, 1968.

Electronic: none

Native speaker availability in the U.S. There are thousands of native speakers of Hindi in the U.S. The large influx of Indians into the U.S. in the last ten years (especially the New York urban area and California) have brought mainly professionals such as physicians, engineers, etc. Thre are probably, however, some 200 Hindi native speakers with linguistic training and degrees in the U.S.

Existing programs, classes. The following universities offer a full range of Hindi courses: Columbia; Chicago; Wisconsin-Madison; University of Pennsylvania; UCA-Berkeley; Texas-Austin; Washington-Seattle; Syracuse; Illinois-Champaign-Urbana. Cornell also has a program. In Canada, Vancouver and Toronto.

Linguist resources: Randy Thornton, Columbia; Colin Masica, Chicago; Kali Bahl, Chicago; Herman Van Olphen, Texas-Austin; Yamuna Kachru, Illinois-Urbana; Michael Shapiro, Washington-Seattle; Franklin Southworth, University of Pennsylvania; Manindra Verma, Wisconsin-Madison; Tej Bhattia, Syracuse.

Basic Level Teaching Materials

Bender, Ernest and Theodore Riccardi, Jr. Introductory Hindi Readings. Philadelphia, PA: University of Pennsylvania, 1971. [PK1935.B4] [277p]

Fairbanks, Gordon H. et al. Hindi Exercises and Readings. Ithaca, NY: Cornell University Press, 1955. [PK1935.F3] [109p]

Fairbanks, Gordon H. and Bal Govind Misra. Spoken and Written Hindi. Ithaca, NY: Cornell University Press, 1966. [PK1933.F3] [468p]

Gumperz, John J., June Rumery, A.B. Singh and C.M. Naim. Conversational Hindi-Urdu. Delhi: Radha Krishna, 1967. [PK1933.G78 1967] 2 v.

Harris, Richard M. and Rama Nath Sharma. A Basic Hindi Reader. Ithaca, NY: Cornell University Press, 1969. [PK1935.H3] [316p]

Harter, J. Martin, Jaimini Joshi and Nanda K. Choudry. Hindi Basic Reader. Washington, DC: Center for Applied Linguistics, 1960. [83p]

Harter, J. Martin, Nanda K. Choudry and Vijay Budhraj. Hindi Basic Course, Units 1-18. Washington, DC: Center for Applied Linguistics, 1960. [363p] [ED 010 493] [PK1933.U5]

Hoenigswald, Henry. Spoken Hindustani. Ithaca, NY: Spoken Language Services, Inc., 1976. [viii, 70pp]

Hook, Peter Edwin. Hindi Structures, Intermediate Level. Ann Arbor, MI: University of Michigan, n.d.

Jain, Usha R. First Year Hindi Grammar Workbook. Berkeley, CA: University of California, Dept. of South and Southeast Asian Studies, 1985.

Jagannathan, V.R. Introductory Course in Spoken Hindi. Chandigarh: Bahri Publications, 1973. [200p] [PK1933.J3]

Jossan, C.S. Stories of The Buddha's Births: A Jataka Reader. Syracuse, NY: Syracuse University, Foreign and Comparative Studies, Maxwell School, 1976.

Lutze, Lothar and Bahadur Singh. Hindi as A second language: patterns and grammatical notes. Delhi: Radha Krishna, 1970. [PK1933.L8] [92]

McGregor, Ronald Stuart. Exercises in Spoken Hindi. Cambridge: Cambridge University Press, 1970. [PK1933.M28] [85p]

Basic Level Teaching Materials, cont.

Oldenburg, Veena Talwar. Say It in Hindi. New York: Dover Publications, 1981. [238p] [PK1935.045]

Sharma, Deoki N. and James Stone. Hindi; An Active Introduction. Washington, DC: Foreign Service Institute, 1970. [131p] [PK1935.S48]

Srinivasachari, K. Learn Hindi in 30 Days. 15th ed. Madras: Balaji Publications, 1984. [PK1933.S67 1970] [162p]

Stone, James W. An Introduction to Written Hindi: A Programmed Course in The Devanagari Script: Parts I-IV. 2nd ed. Washington, DC: Foreign Service Institute, Department of State, 1965. [Rev. 4th ed]

Stone, James W. Progressive Exercises in Hindi Script and Pronunciation. Washington, DC: Foreign Service Institute, 1969. [PK1932.P7] [63pp]

U.S. Foreign Service Institute. Hindi; Basic Course Units 1-, by J. Martin Harter, Nanda K. Choudry and Vijay Budhraj. Washington: Dept. of State, 1957- [PK1933.U5] [reprinted by the Center for Applied Linguistics in 1960]

Van Olphen, H.H. First-Year Hindi Course, Parts 1 and 2. Austin, TX: Department of Oriental and African Languages and Literatures, 1985.

Advanced Level Teaching Materials

India (Republic). Central Hindi Directorate. Hindi Primer: for Foreign Students. Delhi: Controller of Publications, 1974. [PK1933.I5 1974] [760pp]

Gambhir, Surendra K. Spoken Hindi-Urdu. Madison, WI: University of Wisconsin, South Asian Studies, 1983. [151pp]

Jain, Usha and K. Schomer. Intermediate Hindi Reader, 2 vols. Berkeley, CA: University of California, Dept. of South and Southeast Asian Studies, n.d.

Kachru, Yamuna and Rajeshwari Pandharipande. Intermediate Hindi. Delhi: Motilal Banarsidass, 1983. [78, 83p] [PK1933.K26 1983]

. Intermediate Hindi I and II. Madison, WI: University of Wisconsin, South Asian Studies, 1981.

Advanced Level Teaching Materials, cont.

Nilsson, Usha S., tr. Hindi Stories: A Dual Language Anthology. (for area and advanced language students) Madison, WI: University of WI, South Asian Language and Area Center, 1975.

Zide, Norman et al. A Premchand Reader. (Asian Language Series) Honolulu, HI: East-West Center Press, 1965. [302p] [ED 012 808, 1962 ed only]

Refresher-Maintenance Materials

none

Reference Materials

India (Republic). Central Hindi Directorate. Correspondence Courses Dept. English-Hindi Conversation Guide. New Delhi: Central Hindi Directorate, Govt. of India, 1976. [176p] [PK1935.I48 1976]

Hook, Peter E. The Compound Verb in Hindi. Ann Arbor, MI: The University of Michigan, Center for South and Southeast Asian Studies, 1974. [xxv, 318pp]

Bender, Ernest. Hindi Grammar and Reader. Philadelphia: University of Pennsylvania Press, 1967. [PK1933.B4] [458p]

India (Republic). Central Hindi Directorate. A Basic Grammar of Modern Hindi. New Delhi: C.H.D., Ministry of Education and Social Welfare, 1972. [224p] [PK1933.I48 1972]

India (Republic). Central Hindi Directorate. English-Hindi Conversation Guide. New Delhi: Central Hindi Directorate, 1976. [PK1935.I48 1976] [176pp]

Kachru, Yamuna. Aspects of Hindi Grammar. New Delhi: Manohar, 1980. [161p] [PK1933.K25]

Kellogg, Samuel Henry. A Grammar of the Hindi Language; in which are treated the High Hindi, Braj and the Eastern Hindi of the Ramayan of Tulsi Das, also the colloquial dialects of Rajputana, Kumaon, Avadh, Riwa, Bhojpur, Magadha, Maithila, etc., with copious philological notes. With notes on pronunciation by T. Grahame Bailey. 1st Indian ed. New Delhi: Oriental Books Reprint Corp., exclusively distributed Munshiram Manoharlal, 1972. [PK1933.K5 1972] [584p]

McGregor, Ronald Stuart. Outline of Hindi Grammar, with exercises. Oxford: Clarendon Press, 1984. [PK1933.M284] [230p]

Reference Materials, cont.

Sharma, Swami Nath. Hindi Grammar and Translation. 1st ed. Bombay, 1950. [PK1934.S525] [330p]

Southworth, Franklin C. Student's Hindi-Urdu Reference Manual. Tucson, AZ: University of Arizona Press, 1971.

Thakur, Molu Ram. An Easy Way to Hindi and Hindi Grammar. With a foreword by Siddheshwar Varma. 1st ed. Chandigarh: Devaprastha Sahitya Sangam, 1970. [PK1933.T5] [343p]

Dictionaries

Bulcke, K., S.J. An English-Hindi Dictionary. Rauchi: Kathilak Press, 1968.

Schomer, Karine. Basic Vocabulary for Hindi and Urdu. Lanham, MD: University Press of America, 1983. [177p] [PK1936.S4 1983]

India (Republic). Central Hindi Directorate. Hindi-English Dictionary of Common Words, 1966. [PK1936.I46] [307p]

India (Republic). Ministry of Education. Basic Hindi Vocabulary: 2000 words. New Delhi, 1958? [PK1936.I5] [70p]

Pathak, Ram Chandra (ed). Bhargava's standard illustrated dictionary of the Hindi language (Hindi-English ed.) 1st ed. Chowk, Varanasi: Bhargava Book Depot, 1983. [PK1996.P32] [28p]

. Anglo-Hindi Edition. 12th ed, 1982. Chowk, Varanasi: Bhargava Book Depot, 1982.

Pathak, R.C. Bhargava's Concise Dictionary of the English Language, Anglo-Hindi Edition. 11th ed. Chowk, Varanasi: Bhargava Book Depot, 1982. [879pp]

. Bhargava's Concise Dictionary of the Hindi Language, Hindi-English Edition. 6th ed. rev. and enl. Chowk, Varanasi: Bhargava Book Depot, 1982.

Platts, John Thompson. A Dictionary of Urdu, classical Hindi and English. London: Oxford University Press, 1960. [PK1986.P4 1960] [1259 p]

Chaturvedi, Mahendra and B.N. Tiwari (eds.). A Practical Hindi-English Dictionary. 2nd ed., rev. and enl. Delhi: National Pub. House, 1975. [PK1987.P7 1975] [875p]

Dictionaries, cont.

Nalanda Current Dictionary, English-Hindi. Rev. and enl. ed. Bhagalpur, India: Bharat Book Depto, 1970. [PK1936.N34 1970z] [1368pp]

Ajanta Standard Dictionary, Hindi-English. Edited by V.D. Ojha. New Delhi: Ajanta Prakashan, n.d. [PK 1936.O53] [448pp]

Materials Not Evaluated

Basic

Barz, Richard Keith. An Introduction to Hindi and Urdu. Canbera: Faculty of Asian Studies, Australian National University, 1977. [PK1933.B36] [250p]

Chavarria-Aguilar, O.L. and Bruce R. Pray. A Basic Course in Hindi, with instructor's Handbook to Pronunciation Drills. Ann Arbor, MI: University of Michigan, 1961. [417p]

Das Gupta, Bidhu Bhusan. Learn Hindi Yourself. Thoroughly rev. 3rd ed. Calcutta: Das Gupta Prakashan, 1968. [PK1933.D3 1968] [230p]

John, Edward. The Hindi Self Teacher. 3rd ed. Allahabad: Ram Narain Lal, 1948. [PK1933.J56 1948] [186p]

Gumperz, John J. Hindi Reader, Vol. 1. Madison, WI: University of Wisconsin, South Asian Studies, 1979. [135p]

Hall, Fitzedward. Hindi Reader. Hertford: S. Austin, 1870. [PK1935.H5]

Introductory Course to Hindi and Hindustani. Edited by R.C. Smith. Rev. ed. Dehra Dun, India: The Dehra Dun Language School of the North India Institute of Language Study, 1976. [320p] Tapes.

Introductory Hindi Course. New Delhi, India: North India Institute of Language Study through Masihi Sahitya Sanstha, 1979. [500p] [PK 1933.I57 1979]

Josa, Fortunato Pietro Luigi. Introductory Manual of The Hindi Language with Extracts from the Premsagar, together with technical vocabularies for Theologians and missionaries, lawyers, judges, magistrates and police officers, the medical profession and dispensers, and interpreters. London: K.Paul, Trench, Trubner and Co., Ltd., 1907. [PK1933.J6] [120p]

Materials Not Evaluated, cont.

Kapoor, Badri Nath. Basic Hindi (English as a medium); basic structure of Hindi based on 555 word-pairs and 27 simple grammatical rules. Varanasi: Hindi Pracharak Pustakalaya, 1965. [PK1933.K27] [108p]

Kaushal, Ram Swarup. Hindi in Thirty Days. 5th ed. Lucknow: Ganga Pustakmala Karyalaya, 1950. [PK1933.K3 1950] [126p]

Lal, Rang Behari. Hindi Self-Taught through English. Ambala Cant: S. Lal Publications, 1951. [PK1933.L3] [399p]

McCormack, William C., comp. Course Materials for Elementary Intensive Hindi. Madison, WI: University of Wisconsin, 1961-62. 2v. Tapes. [ED 010 445/6]

Ojha, Gopesh Kumar. Universal Self Hindi Teacher, a simple, straight and scientific system to learn Hindi; a standard hand book of self tuition in Hindi. 2nd rev. and enl. ed. Delhi: Universal Book and Stationery Co., 1962. [PK1933.035 1962, 1965] [256p]

Pattanayak, Debi Prasanna. Intensive Hindi Course: Drills. Poona, India: American Institute of Indian Studies, 1968, [249p] [PK1933.J3]

Porizka, Vincent. Hindstina Hindi Language Course. Prague, Czechoslovakia: Statni Pedagogicke Nakladatel'stvi, 1972. [747p]

Srivastava, Murlidhar. The Elements of Hindi Grammar. 1st ed. Delhi: Motilal Banarasidass, 1969. [PK1933.S7] [206p]

Satyanarayan and Awadhnandan. Hindi-English Self-Instructor. Madras: Dakshina Bharat Hindustani Prachar Sabha, 1948.

Vrishni, Pyare Lal. The Self Hindi Teacher, without the help of a tutor. 1st ed. Aligarh: Deen Bros., 1949. [PK1934.V7] [160p]

Yates, William. Introduction to the Hindoostanee language. Calcutta: Baptist Mission Press, and sold by W. Thacker and Co., 1827. [Pk1983.Y3] [307p]

Advanced

Masica, Colin P. et al. Hindi Newspaper Reader. Chicago, IL: University of Chicago, Dept. of South Asian Languages and Civilizatins, 1964. [mimeo]

Nilsson, Usha S., Tr. Intermediate Hindi. Madison, WI: University of Wisconsin, Indian Language and Area Center, 1967. [203p] Glossary. [125p] [ED 015 472/3]

Materials Not Evaluated, cont.

Nilsson, Usha S. Readings in Hindi Literature. Madison, WI: University of Wisconsin, Indian Language and Area Center, 1967. [207p] Glossary [112p]

Pratidhvani. A Bilingual Reader. Jodphur, India: The University of Jodphur, 1970. [221p]

Vatuk, Ved Prakash. Advanced Hindi Reader in The Social Sciences. Hayward, CA: California State College, Auxiliary Foundation, 1968. [381p] [ED 024 038]

Lambert, H.M. Introduction to The Devanagari Script, for Students of Sanskrit, Hindi, Marathi, Gujarati and Bengali. London, England: Oxford University Press, 1953. [231p]

Reference

Abbi, Anvita. Semantic Grammar of Hindi. New Delhi: Bahri, 1980. [159p] [PK1933.A34 1980]

Bahl, Kali C. A Reference Grammar of Hindi: A Study of Some Selected Topics in Hindi Grammar. Chicago, IL: University of Chicago, 1967. [532p] [ED 012 368]

Ballantyne, James Robert. A Grammar of The Hindustani Language, with brief notices of the Braj and Dakhani dialects. f2nd ed. London: Madden and Co., 1842. [PK1983.B3] [76p]

Choudhury, Nihar Ranjan. Essentials of Hindi Grammar and Composition; with which is incorporated a gender-solver gem dictionary. Sindri: Barsha Choudhury, 1956. [PK1933.C5] [540p]

Greaves, Edwin. Hindi Grammar. Allahabad: Indian Press, Ltd., 1933. [PK1933.G7 1933] [527p]

Kachru, Yamuna. An Introduction to Hindi Syntax. Urbana, IL: University of IL, Dept. of Linguistics, 1966. [230p] [ED 012 806]

Lal, Hazari. Lal's New Exhaustive Hindi Grammar; comprehensive and clearly explained with meaningful examples. A concise and accurate guide to The national language of India for the use of national and foreign students and Hindi instructors who desire an authoritative textbook which gives a clear insight into the basic fundamentals of the Hindi Language. Ajnar: Vijai Pustak Bhandar, 1964. [PK1933.L27] [611p]

Materials Not Evaluated, cont.

Saihgal, Moolchand. Saihgal's Modern Hindi Grammar (with exercises and full vocabulary). A Practical guide to the Indian national language. 2nd ed. Simla Hils, 1964. [PK1933.S2 1964] [332p]

Scholberg, H. Concise Grammar of the Hindi Language. 2nd ed. Bombay, New York: Oxford University Press, 1950. [PK1933.S4 1950] [249p]

Srivastava, Murlidhar. The Elements of Hindi Grammar. 1st ed. Delhi: Motilal Banarasidass, 1969. [PK1933.S7] [206p]

Dictionaries

Bahari, Harder. Comprehensive English-Hindi Dictionary. Rev. and Enl. ed. Varanasi, India, 1969. 2 v.

Bahl, Kali, comp. A Dictionary of Hindi Verbal Expressions (Hindi-English). Chicago, IL: University of Chicago, 1970. [1093p] [ED 062 900]

Bate, John Drew. A Dictionary of the Hindee Language. Compiled by J.D. Bate. Benares: E.J. Lazarus and Co. London: Trubner and Co., 1875. [PK1936.B3] [805 p.]

Mathuraprasada Misra. A Trilingual Dictionary; being a comprehensive lexicon in English, urdu and Hindi, exhibiting the syllabication, pron. and etymology of English words, with their explanation in English, and in Urdu and Hindi in the roman character. Benares: E.J. Lazarus and Co., 1865. [PK1986.M35] [94]

Chambers English-Hindi Dictionary. Edited by Awasthi and Awasthi. New Delhi: Allied Publishers Private, Ltd., 1981. [PK1936.C3] [1623pp]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Bender, Ernest, with Theodore Riccardi, Jr. Introductory Hindi Readings. Philadelphia, PA: University of Pennsylvania Press, 1971.

Specific language/dialect taught: Hindi, dialect unspecified

Type of text: Specialized Pedagogical, Reader

Publication information: Out of print; [PK1935.B4]

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: Excellent

Overall organization of text: [xxvii, 277pp]
Alphabet and numbers presented in the Introduction.
40 reading passages. The first 16 are conversational texts based on the elementary materials introduced in Chapters 1-16 of the grammar (Hindi Grammar and Reader by same author).
Passages 17-40 are varied in subject and longer, intended to acquaint the student with the flexibility and range of expression in Hindi. The numbers at the beginning of each passage refer to the reading selection in the grammar.

Vocabulary areas covered: widely-varied

General comments: Companion volume to Ernest Bender's Hindi Grammar and Reader, University of Pennsylvania, 1967 (2nd ed., 1968).

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LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator:

Date:

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Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) _____

(text) _____

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts						
Presentation, explanation of basic grammatical structures						
Development of accurate pronunciation						
Development of automaticity, fluency						
Development of appropriate range of vocabulary						
Presentation of cultural and functional information						
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			
Do the materials include guides for teaching?			
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

_____ (lg)

_____ (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

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Evaluator: Taunton Date: 11/3/85

Y = yes; S = somewhat; N = no

Fairbanks, Gordon H. and Bal Govind Misra. Spoken and Written Hindi. Ithaca, NY: Cornell University Press, 1966.

Specific language/dialect taught: Hindi

Type of text: Basic Level Teaching Materials

Publication information: Out of print; [PK1933.F3]

Intended users: English speakers, beginning level

Format: Book

Overall grammatical/pedagogical approach: structural/audio-lingual

Presentation of language: phonemic transcription; Devanagari script introduced in Lesson 5

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text: [xxxv, 468pp]
Introductory section on pronunciation
24 lessons, each composed of three sections: conversation, grammar presentation based on the conversation, with example sentences and drills (substitution, transformation, translation)
Six review lessons. The Devanagari script is introduced in Lesson V; from lesson XIII on, all new material is presented in the Devanagari script.

Appended is a list of inflected forms of Hindi. Hindi-English/English-Hindi Glossaries.

Vocabulary areas covered: Mainly communication and survival in newcomer situations.

General comments:

CPT page label: HINFAIRB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Hindi

(text) Fairbanks 2 Mrsm

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	✓ *		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Thornton Date: 11/4/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Hindi

(text) Fairbanks 2 Misra

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓		✓		
Development of appropriate range of vocabulary	✓				✓	
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Fairbanks & Misra
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Emphasis on oral/aural aspect and not on the written side — though slightly dated, the dialogues are still very useful.

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

Fairbanks, Gordon H., John Gumperz, Walter Lehn and Harsh Vardhan. Hindi Exercises and Readings. Ithaca, NY: Cornell University Press, 1955.

Specific language/dialect taught: Hindi

Type of text: Specialized Pedagogical, Reader

Publication information: Out of print. [PK1935.F3]

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach:

Presentation of language: transcription and Devanagari script

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: Excellent

Overall organization of text: [vii, 109pp]
Part I: Grammar Exercises
Part II: Introduces Hindi writing system, presenting it in the transcription used in Henry Hoenigswald's Spoken Hindustani.
Part III: Basic sentences of Spoken Hindustani presented in Hindi writing sys- system (Devanagari).
Part IV: Reading selections on general topics; intended as transition between reading basic sentences and reading books and newspapers.
Brief Hindi-English Glossary

Vocabulary areas covered: non-specific

General comments: Supplement to Heinrich Hoenigswald's Spoken Hindustani (Ithaca, NY: Spoken Language Services, Inc., 1945, 1976).

CPT page label: HINFAIRA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Fairbanks et al
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Formally dependent on Hockings wald, so shares many of its vices.

Evaluator: Thornton Date: 11/10/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
Fairbanks, et al.
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Hindi

(text) Fairbanks, et al.

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Besides being a work book for Hornigswald, the only real innovation of this book is to introduce the devanāgarī script - which it doesn't do particularly well.

Evaluator: Thornton Date: 11/10/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Gumperz, Conversational Hindi

Gumperz, John J. and June Rumery, with A.B. Singh and C.M. Naim. Conversational Hindi-Urdu, Volumes I and II. Berkeley, CA: University of California, Center for South Asian Studies, 1962-63.

Specific language/dialect taught: Hindi-Urdu, spoken

Type of text: Basic level teaching material

Publication information: out of print; [PK1933.G78 1967] Sample at CAL.

Intended users: English speakers

Format: two books with slides

Overall grammatical/pedagogical approach: structural/audio-lingual

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:
[xxx, 268pp] [xiv, 241pp]
Grammar introduced ion conversations
Vocabulary lists and translation of conversations
Cultural notes
Word study
Pronunciation drills
Grammar drills (substitution, response, repetition, transformation, translation)
Review conversations
Color slides accompany conversational sentences to impart the social significance of utterances.

Vocabulary areas covered: Indian cultural topics; some communication and survival in newcomer situations.

General comments:

CPT page label: HINGUMPB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) [illegible]

(text) [illegible]

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: [illegible]

Evaluator: [illegible] Date: [illegible]

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Farsi (lg)

Survey (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures	✓				✓	
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓				✓	
Development of appropriate range of vocabulary	✓				✓	
Presentation of cultural and functional information	✓				✓	
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) _____

(text) _____

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Harris, Richard M. and Rama Nath Sharma.
A Basic Hindi Reader. Ithaca, NY: Cornell University Press, 1969.

Specific language/dialect taught: Hindi

Type of text: Advanced level teaching material, reader

Publication information: out of print [PK1935.H3]

Intended users: English speakers, presupposing an elementary knowledge of spoken Hindi and a knowledge of the Hindi writing system

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: very good

Editorial quality of English: excellent

Overall organization of text:
[vii, 316pp]
Annotated readings presented in 22 lessons and in two parts. Part I accomplishes an examination of Hindi structure and gives practice in reading Hindi prose. Some grammatical explanation is provided in the notes following each reading.

Part II is comprised of a series of 22 essays, two to four pages in length, graded, but not according to strict chronology. Cultural notes and translation aids are included. An English headnote introduces all the readings but one.

Hindi-English Glossary

Vocabulary areas covered: Widely-varied, from "Contemporary India" to "Historic Personages," to "Freedom Fighters," and "Famous Landmarks."

General comments: Intended to be used with Spoken and Written Hindi by Fairbanks and Misra; and Conversational Hindi-Urdu, by Gumperz and Rumery.

CPT page label: HINHARRA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Harris & Sharmā
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: I rather agree with the Authors that this is a Basic book, rather than an advanced one. It presupposes only partial grammar and the first group of readings is quite basic, more like exercises. Useful for 1st year students or for a quick 2nd year review.

Evaluator: Thornton Date: 11/4/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

HINDI
(lg)
Harris, Basic Hindi Reader
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓	✓		
Presentation, explanation of basic grammatical structures			✓	✓		
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓		✓	
Development of appropriate range of vocabulary			✓	✓		
Presentation of cultural and functional information			✓	✓		
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

HINDI
(lg)
Harris, Basic Hindi Reader
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			✓
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?		?	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Source of readings in part 2 is not stated, but appears to be a combination of made-up dialogues and Hindi translations of the English language sources credited in the Preface.

A wider selection than in McGregor's exercises. Part 2 could be used independently of the texts in Part I.

Evaluator: Thornton Date: Oct 85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Hindi
Harter, Hindi Basic Reader

Harter, J. Martin, Jaimini Joshi and Nanda K. Choudry. Hindi Basic Reader. Foreign Service Institute Institute, 1960.

Specific language/dialect taught: Hindi

Type of text: basic level teaching material

Publication information: Reprinted by the Center for Applied Linguistics. [Georgetown University Call No: PK1935.H34] Sample at CAL.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: adequate

Editorial quality of English: excellent

Overall organization of text:
[83pp]
Introduction includes an outline of the Devanagari script.
20 reading selections, some written for this reader and others adapted from magazine articles. Illustrative sentences with buildups precede each reading and comprehension questions follow.

Vocabulary areas covered: widely-varied

General comments: Intended to accompany Hindi Basic Course by Harter, Choudry and Budhraj (FSI, 1957-; CAL, 1960).

CPT page label: HINHARTB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: Date:

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HINDI
Harter, Hindi Basic Course

Harter, J. Martin, Nanda K. Choudry, and Vijay Budhraj. Hindi Basic Course, Units 1-36. Washington, DC: Foreign Service Institute, reprinted by the Center for Applied Linguistics, 1960.

Specific language/dialect taught: Hindi

Type of text: basic level teaching material

Publication information: First published 1957; reprinted by CAL, 1960. Samples at CAL. [PK1933.U5]

Intended users: English speakers

Format: two books

Overall grammatical/pedagogical approach: structural

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language:

Editorial quality of English: excellent

Overall organization of text:
In 35 lessons, grammar is presented in brief dialogues with buildups which serve as the basis for structured conversation. There are numerous repetition, substitution, response, variation, completion, transformation and translation drills and exercises.
Unit 36 is a review. Cultural notes are included, as well as a Hindi-English glossary.

Vocabulary areas covered: standard communication and survival in newcomer situations.

General comments:

CPT page label: HINHARTA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Hunter, FSI Basic Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The only criticism by a group of linguists I've discussing is their reaction — almost everyone who has seen it has commented on the [illegible] "[illegible]" like [illegible] a comment — [illegible]

Evaluator: Tinnon Date: 11/7/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) _____

(text) _____

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures		✓				✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				✓
Development of appropriate range of vocabulary		✓				✓
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		✓	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) _____

(text) _____

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Thurston Date: 11/7/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Hook, Hindi structures

Hook, Peter Edwin. Hindi Structures: Intermediate Level. Ann Arbor, MI: University of Michigan,

Specific language/dialect taught: Hindi, modern standard

Type of text: basic level/intermediate teaching materials

Publication information: in print

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: sentence/part of speech analysis

Presentation of language: Devanagari script (no romanization)

Physical quality of book: good, paperback

Editorial quality of target language: excellent

Editorial quality of English: excellent (sometimes slangy and colloquial)

Overall organization of text:
[331pp]
Contains exercises, some with keys; glossary; finding list of grammatical structures in standard texts for use here.

Vocabulary areas covered: general

General comments:

CPT page label: HINHOOKB1

LARC staffer: description provided by Randy Thornton, Columbia University.

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Hook - Hindi Structures
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓*	*		Intermediate / 2nd year level

* Specific language-teaching context

Basic Courses	~
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Assumes a certain level of grammar & vocabulary (see next comments.) Divided into chapters on advanced grammatical topics. While some of the grammatical analysis may be arguable (and unclear) the examples are well chosen, as are the problems. Exercises included in each chapter, with a key. H-E and E-H vocabularies included.

Evaluator: Thornton Date: 11/4/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
Hook - Hindi Structures
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures			✓			✓ *
Development of accurate pronunciation						
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)						
Development of basic reading skills				✓		

* - presup

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Hook - Hindi Structures
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	✓		
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: The text presupposes knowledge of the basics of the grammar and a general vocabulary. A list of the grammar supposed and its place in several commonly used texts is given in Appendix B, assumed vocabulary is given in Appendix A.

Grammar explanations are full & exercises useful. A model book for intermediate classroom work.

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

HINDI
India, Hindi Primer

India (Republic). Central Hindi Directorate.
Hindi Primer, Books 1-4. New Delhi, India:
Ministry of Education and Social Welfare, 1974.

Specific language/dialect taught: Hindi

Type of text: Basic level teaching material/advanced level teaching materials

Publication information: [PK1933.T5 1974] out of print

Intended users: non-Hindi speakers

Format: books

Overall grammatical/pedagogical approach: structural/audio-lingual

Presentation of language: Devanagari script and transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
Parts I and II are meant for the beginner and follow the same pattern: basic dialogues; cultural and grammatical notes; word study; and drills (substitution, reinforcement, repetition, transformation, etc.)

Part III is meant for intermediate students and contains twenty lessons in prose on different aspects of Indian life. Grammatical notes and exercises.

Part IV is intended for advanced-level students and contains 20 readings selected from Hindi literature. Literary notes and exercises.

Hindi-English Glossary at the end of Book II.

Vocabulary areas covered: communication and survival in newcomer situations; Indian cultural topics

General comments:

CPT page label: HINICHDB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Hindi Primer
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Thornton Date: 10/20/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
Hindi Primer
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		✓			✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			
Development of appropriate range of vocabulary	✓	✓			✓	
Presentation of cultural and functional information	✓			✓		
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Hindi Primer
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: In part 1 uses script along with romanization; Part 2 drops the romanization. Readings have variety and welcome cultural notes, but grammatical notes are not noteworthy. The script is rather too small and hard to read for absolute beginners.

Evaluator: Thornton Date: 6/30/85

Y = yes; S = somewhat; N = no

Hoenigswald, Henry. Spoken Hindustani. Ithaca, NY: Spoken Language Services, Inc., 1976.

Specific language/dialect taught: Hindi, colloquial

Type of text: Basic level teaching material, suitable for self-instruction

Publication information: First published 1945 by the Linguistic Society of America. 1985 price: $9. Copy at CAL.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: transcription

Physical quality of book: Spoken Language Services format, softbound

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[viii, 169pp, 70pp]
Ten units, each containing: basic sentences; word study and review of basic sentences; conversations, anecdotes and stories for listening practice; conversation.

Vocabulary areas covered: Standard communication and survival in newcomer situations.

General Comments:

CPT page label: HINHOENA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi ["Hindustani"]
(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	 ✓ ✓		
Are the materials usable in language teaching contexts?	• ✓	•		

• Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: The aim of the book is basic spoken Hindi-Urdu, aka Hindust(h)ani. The vocabulary is therefore much more "urduized" than most other texts, and renders it somewhat dated, given the recent influx of more Sanskritic elements into spoken Hindi, from the literary language.

Evaluator: Thornton Date: 11/7/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Hindi
(text) Spoken Hindustani

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts		✓				
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓					
Development of appropriate range of vocabulary		✓				
Presentation of cultural and functional information		✓				
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Eggkan Hindustani
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: The "deductive" grammar approach is here carried quite far, as there is very little overt discussion of grammatical analysis and terminology.

Much attention is paid to pronunciation and the transliteration, while not phonetic, is more accurate than the usual schemes.

Evaluator: Thornton Date: 11/7/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Jagannathan, V.R. and Ujjal Singh Bahri.
Introductory Course in Spoken Hindi. Chandigarh, India: Bahri Publications, 1973.

Specific language/dialect taught: Hindi, spoken

Type of text: beginning text

Publication information: out of print [PK1933.J3]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: modular-microwave

Presentation of language: Devanagari and transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[280 pp]
40 cycles in microwave format. Devanagari script is introduced in review lessons at the end of each cycle.

Appendices: Hindi Orthography
A Sketch Grammar of Hindi
General Glossary
Glossary of Technical Terms

Vocabulary areas covered: mainly communication and survival in newcomer situations.

General comments:

CPT page label: HINJAGAA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Hindi
(text) Jagannāthan

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Hindi

(text) Jagunmathaa

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures	✓			✓		
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓				✓	
Development of appropriate range of vocabulary	✓			✓	✓	
Presentation of cultural and functional information	✓				✓	
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Hindi

(text) Jagannāthan

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Despite the teaching format adopted, there is still a great reliance on parts-of-speech analysis, one the one hand, and also glossing of the Hindi by English translations. Although some of the exercises have the text in both script and romanization, there is still far too much use of romanized text — especially for a book published in India.

Evaluator: Thornton Date: 10/30/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Jain, First Year Hindi Grammar Workbook

Jain, Usha R. First Year Hindi Grammar Workbook. Berkeley, CA: Department of South and Southeast Asian Studies, University of California, Berkeley, 1983.

Specific language/dialect taught: Hindi, modern standard

Type of text: basic level teaching material

Publication information:

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: Devanagari script only

Physical quality of book: spiral bound paperback

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:

47 chapters, each on covering one grammatical structure; contains transformation and substitution drills, and English to Hindi translation exercises.

Vocabulary areas covered: broad, basic vocabulary

General comments:

CPT page label: HINJAINA1

LARC staffer: description provided by R. Thornton, Columbia University.

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Gaia, 1st Year Hindi
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓ *	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Text is divided into chapters by grammatical structure — e.g. "possessive forms" "past habitual" and presents drills employing the form/structure in question. Since there is no grammatical or other analysis, the drills can easily be accomodated to a variety of basic texts and teaching methods.

Evaluator: Thornton Date: 11/7/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
Jain
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation		✓				
Development of automaticity, fluency	✓					✓
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Jain
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?	✓		

Comments: Although the introduction to the work does make mention of the use of the exercises for reading, they are much more obviously intended for use in oral/aural drills.

Evaluator: Thornton Date: 11/7/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Jossan, Basic Reader

Jossan, C.S. Stories of The Buddha's Births: A Jataka Reader. Syracuse, NY: Syracuse University, Foreign and Comparative Studies, Maxwell School, 1976.

Specific language/dialect taught: Hindi, standard

Type of text: basic level teaching material

Publication information: available from Syracuse University.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script

Physical quality of book: good

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
17 stories with running vocabularies, and a cumulative Hindi-English glossary in back.

Vocabulary areas covered: non-specific

General comments:

CPT page label: HINJOSSA1

LARC staffer: (Thornton), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Jossey
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: From the Introduction: "The objective is to provide some interesting and different reading material which at the same time represents India's rich cultural heritage." It does do that.

Evaluator: Thornton Date: 11/11/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
Jossan
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts					✓	
Presentation, explanation of basic grammatical structures						✓
Development of accurate pronunciation						
Development of automaticity, fluency					✓	
Development of appropriate range of vocabulary					✓	
Presentation of cultural and functional information						✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Jassan
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?		✓	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Translations into Hindi of some of the Jātaka stories - about the lives of the Buddha. Hindi is good, standard and can be sight read by intermediate and advanced students, using the page-by-page vocabulary. Contains no grammatical or other notes.

Evaluator: Thornton Date: 11/11/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Lutze, Lothar, and Bahadur Singh. Hindi as A Second Language; Patterns and Grammatical Notes. Delhi, India: Radhakrishna Prakashar, 1970.

Specific language/dialect taught: Hindi, spoken and written

Type of text: Basic level teaching material

Publication information: out of print [PK1933.L8]

Intended users: L1 or L2 speakers of English

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[92pp]
24 units present basic patterns and grammatical rules with grammatical notes.
Index of grammatical terms.

Vocabulary areas covered: non-specific

General comments: Fairbanks' and Misra's Spoken and Written Hindi served as the "nucleus of material."

CPT page label: HINLUTZA1

LARC staffer: McP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Lutse
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓ ✓ ✓	
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: This is certainly the most pseudo-scientific thing in the Hindi materials 200. This is an obvious relic of the late 60's - early 70's flirtation with mystical algebras grown into a passionate affair.

Of sociological value only.

Evaluator: Thornton Date: 11/7/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) Hindi

(text) Lotze

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓			✓	
Presentation, explanation of basic grammatical structures		?			?	
Development of accurate pronunciation			✓			
Development of automaticity, fluency			✓			✓
Development of appropriate range of vocabulary			✓			✓
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)					✓	
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	?		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?	✓		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		?	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		?	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Lutze
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			✓
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			✓
Are lessons in the materials organized around functions to the exclusion of grammar?		✓	
Are lessons in the materials organized around grammar to the exclusion of functions?		✓	

Comments: I don't consider this a basic text. It is only of use as a development tool for generative-type trained linguists. This is the sort of work that makes students learn to laugh at linguistics, that is when not totally frustrated ...

Evaluator: Thornton Date: 11/7/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

McGregor, R.S. Exercises in Spoken Hindi.
London, England: Cambridge University Press,
1970.

Specific language/dialect taught: Hindi, spoken

Type of text: Specialized Pedagogical

Publication information: Out of print. [PK 1933.M28]

Intended users: English speakers

Format: book with tapes

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari and transliteration

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[x, 85pp]
Meant to bridge the gap between elementary knowledge of the spoken language and conversational ability. The work is based on descriptions of photographs depicting different aspects of Indian life. The text of each description is given in Devanagari script and a roman transliteration. Notes to the descriptions are provided, together with an English-Hindi Glossary which omits only very common words.

Vocabulary areas covered: Mainly cultural

General comments:

CPT page label: HINMCGRB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
McGuyn Ex.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	✓

Comments: We have the text, but not the tapes, so cannot make any real evaluation on them. The reading selections are good 2nd year level (or advanced 1st year) texts - not too long, simple information. The print is too small, however, and the transliteration unnecessary.

Evaluator: Thornton Date: 11/4/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
McGregor Ex.
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts					✓	
Presentation, explanation of basic grammatical structures						✓
Development of accurate pronunciation						
Development of automaticity, fluency					✓	
Development of appropriate range of vocabulary					✓	
Presentation of cultural and functional information				✓		
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N	
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?				o.k.
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓			
Do the materials include guides for teaching?			✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓			
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) Hindi

(text) McGregor Ex.

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?	✓		
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Interesting material on culture and language level—style is found in the readings and notes. The notes tend to lean too much on translation equivalents in preparation to an analysis of the grammar, but are in general useful.

A useful one volume continuation—supplement to McGregor's outline, for those so inclined to this style.

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Oldenburg, Veena Talwar. Say It in Hindi.
New York, NY: Dover Publications, 1981.

Specific language/dialect taught: Hindi, north central dialect

Type of text: basic level teaching material

Publication information: 1985 price: $3.50; Copy at CAL.

Intended users: English-speaking travellers in India

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script and transcription

Physical quality of book: Pocket-sized paperback

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[xviii, 238pp]
Lists of words and phrases topically and situationally arranged.
Introductory section on pronunciation and the transcription used in the book.

Index.

Vocabulary areas covered: standard communication and survival in newcomer situations.

General comments:

CPT page label: HINOLDEA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Oldenburg
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Good at what it purports to be — a situational phrase book. Esp. nice is the use of English words where they are actually used in India (e.g. ma-nee aar-Der, Te'-lee-fon) instead of the formal Sanskritic words no one ever uses

Evaluator: Thornton Date: 11/4/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hindi
(lg)
Oldenburg
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms	✓		
i. syllable division	✓		
j. cross-references to other entries	✓		
k. information on style levels		✓	
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

— there is also

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

Sharma, D.N. and James W. Stone. Hindi; An Active Introduction. Washington, DC: Foreign Service Institute, 1970.

Specific language/dialect taught: Hindi

Type of text: Basic level teaching material

Publication information: 1985 price: $7.50; [PK1935.S48] Copy at CAL.

Intended users: U.S. foreign service personnel

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: Devanagari script, no transliteration

Physical quality of book: FSI format, softbound

Editorial quality of target language: very good

Editorial quality of English: Excellent

Overall organization of text:
[xiii, 131pp]
Introduction includes detailed instructions for the use of the book.
Microwave format:
Grammar presentation, drills (response and repetition). Dialogues serve as the basis for conversation.
Map.

Vocabulary areas covered: standard newcomer situations

General comments:

CPT page label: HINSHARA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Sharma & Stone
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The [illegible]
[illegible]

Evaluator: [illegible] Date: _____

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) L' [illegible]

(text) [illegible]

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓				✓	
Presentation, explanation of basic grammatical structures	✓				✓	
Development of accurate pronunciation						
Development of automaticity, fluency		✓			✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		✓	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

(lg) _____

(text) _____

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

_____

_____

_____

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Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Shapiro, Michael C. and Thomas B. Ridgeway. A Study Guide to Hindi Children's Readers. Seattle, WA: University of Washington, 1976.

Specific language/dialect taught: Hindi, spoken

Type of text: basic level teaching material

Publication information: [PK1935.S46]

Intended users: Indian children and American university students

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script only

Physical quality of book: spiral bound paperback

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
A line-by-line vocabulary with notes, to be used with a series of Hindi children's readers published in India for Hindi-speaking school children.

Vocabulary areas covered: non-specific basic

General comments:

CPT page label: HINSHAPA1

LARC staffer: describtion provided by R. Thornton, Columbia University

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Shapiro
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			Basic, graded levels of Hindi intended for children.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The problems of the approach taken here are discussed in the Introduction by the compilers. The children's books and the study guide are intended for such a disparate audience — Indian native-speaking children & American university students — that, as teaching materials, the guide is seriously handicapped. It would be hard to sustain interest in them once their novelty has worn off.

Evaluator: Thornton Date: 11/7/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
Sharma
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		✓				✓
Presentation, explanation of basic grammatical structures			✓		✓	
Development of accurate pronunciation			✓			
Development of automaticity, fluency	✓				✓	
Development of appropriate range of vocabulary		✓			✓	
Presentation of cultural and functional information		✓			✓	
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		✓	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Shapiro
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?			✓
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?			✓
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: The guide itself is a straightforward vocab. lary of the Hindi texts, with basic grammatical glosses (part of speech, gender, etc.). Only a very basic knowledge of grammar is presupposed, at first, but the readers quickly become more advanced. Useful as a source for brief reading passages.

Evaluator: Thornton Date: 11/7/85

Y = yes; S = somewhat; N = no

BEST COPY

HINDI
Srinivasachari, Hindi in 30 Days

Srinivasachari, K. Learn Hindi in Thirty Days.
Madras, India: Balaji Publications, 1984.

Specific language/dialect taught: Hindi

Type of text: Basic level teaching material

Publication information: 15th ed. 1985 price: $7.95. [PK1933.S67 1970]
Copy at CAL.

Intended users: principally meant for English-speaking Indians

Format: book

Overall grammatical/pedagogical approach: crude traditional

Presentation of language: Devanagari script and transcription

Physical quality of book: poor quality paperback (pocket-sized)

Editorial quality of target language: very good

Editorial quality of English: miserable, literal

Overall organization of text:
[ix, 194pp]
The book is divided into five parts:
1. Presentation of the alphabet;
2. Hindi words for common commodities, birds, animals, etc., with pronunciation aids;
3. sentence formation;
4. grammar;
5. sample sentences, stories, word lists, etc., generally pertaining to India.

Vocabulary areas covered: communication and survival vocabulary as well as Indian cultural topics.

General comments: The quality of the English used in this book is miserable. In the Preface, the author states, "Hindi contains 44 alphabets..." and later in the section on parts of the body, he includes as a sample sentence, "In the leg also there are five fingers."

CPT page label: HINSRINA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Learn Hindi in 30 days
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		?	✓ ?	It is not possible to learn Hindi in 30 days, even from this book.
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: R. Thornton Date: 10/30/85

BEST COPY AVAILABLE

Stone, James W. Progressive Exercises in Hindi Script and Pronunciation. Washington, DC: Foreign Service Institute, 1969.

Specific language/dialect taught: Hindi

Type of text: Specialized Pedagogical

Publication information: Out of print; [PK1932.P7]. Sample at CAL.

Intended users: prospective Foreign Service officers; English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text: [one volume, various pagings]
Presents Hindi alphabet and Hindi words with particular combinations of consonants and vowels. Instructor is meant to read aloud while student watches the spelling and then student reads aloud. Words are chosen to provide practice in certain areas of pronunciation (e.g., aspiration) and English directives for pronunciation are included. Writing practice.

Vocabulary areas covered: Non-specific; choses to teach pronunciation and demonstrate writing system.

General comments:

CPT page label: HINSTONA1

LARC staffer: McP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

_____ (lg)

_____ (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: _____

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

(lg) _____

(text) _____

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts			✓			✓
Presentation, explanation of basic grammatical structures			✓			✓
Development of accurate pronunciation	✓					
Development of automaticity, fluency		✓				✓
Development of appropriate range of vocabulary			✓			✓
Presentation of cultural and functional information			✓			✓
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills						✓

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			✓
Do the materials include guides for teaching?		✓	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

_____ (lg)

_____ (text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?			
Do the materials expose students to language material above their momentary level?			
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			
Do the materials include a wide range of learning activities for the student?			
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?			
Are lessons in the materials organized around functions to the exclusion of grammar?			
Are lessons in the materials organized around grammar to the exclusion of functions?			

Comments: _____

_____

_____

_____

_____

_____

_____

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

Van Olphen, H.H. First-Year Hindi Course, Parts 1 and 2. Austin, TX: Department of Oriental and African Languages and Literatures, 1985.

Specific language/dialect taught: Hindi

Type of text: basic level teaching materials

Publication information: Available from University of Texas-Austin. 2nd ed.

Intended users: English speakers

Format: book in two parts with tapes

Overall grammatical/pedagogical approach: eclectic

Presentation of language: Devanagari script

Physical quality of book: good

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:

Vocabulary areas covered: general, basic

General comments: Part 1 has been reprinted using computer type fonts; Part 2 is now being reprinted.

CPT page label: HINVANOA1

LARC staffer: Description provided by R. Thornton

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
van Olphen
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	✓

Comments: Uses a mixture of pedagogical styles - the accompanying tapes are integral to the text. Uses many signs, photos, posters, advertisements, and so forth all in the script. Tapes make use of Hindi film dialogue and music; has usual types of exercises; grammatical approach is up to date version of parts of speech approach, but is nicely subordinated to the exercises.

Evaluator: Thurston Date: 11/11/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)

van Olphen
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts	✓			✓		
Presentation, explanation of basic grammatical structures	✓					
Development of accurate pronunciation	✓					
Development of automaticity, fluency	✓			✓		
Development of appropriate range of vocabulary	✓				✓	
Presentation of cultural and functional information	✓				✓	
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				✓		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	✓		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?	✓		
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	✓		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	✓		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)
Ram Chahar
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?		✓	
Are the materials likely to be visually appealing to the student?	✓		
Do the materials expose students to language material above their momentary level?		✓	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?	✓		
Are the materials considered successful by current users, if any?	✓		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	✓		
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: Emphasis strongly placed on oral/aural acquisition. Uses many and varied examples of colloquial spoken/written Hindi. The text is very "busy" but attractive. The successful attempt to present Hindi via popular culture makes this text one of the best available introductory texts. We use it here and are quite happy with it

Evaluator: Thornton Date: 11/11/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Gambhir, Surendra K. Spoken Hindi-Urdu.
Madison, WI: University of Wisconsin,
South Asian Studies, 1983.

Specific language/dialect taught: Hindi, spoken

Type of text: Advanced level teaching material

Publication information: 1985 price: $8.50. Copy at CAL.

Intended users: second-year students of Hindi

Format: book with 20 tapes

Overall grammatical/pedagogical approach: structural

Presentation of language: Devanagari script used throughout

Physical quality of book: reduced reproduction of typewritten sheets, softbound

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[v, 151pp]
20 lessons:
Sample conversations, using formal, semiformal and informal styles, serve as basis for build-ups. Drills, intonation practice, and grammatical notes.
Glossary.

Vocabulary areas covered: widely-varied

General comments: Presupposes a grasp of Hindi grammar by the user.

CPT page label: HINGAMBA1

LARC staffer: McP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Hindi

(text) Gambhir

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓	✓		The reduced format size is unpleasant to look at and script is rather too small and hard to read
Are the materials usable in language teaching contexts?	✓*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	✓

Comments: Has accompanying tapes, which are very good and needed to make full use of the exercises in the book.

Evaluator: Thurston Date: 11/11/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Hindi
(lg)
Gandhi
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts	✓				✓	
Presentation, explanation of advanced grammatical structures		✓			✓	
Development of automaticity, fluency	✓				✓	
Development of extensive range of vocabulary		✓				✓
Presentation of cultural and functional information	✓				✓	
Development of advanced reading skills					✓	
Development of competence in various styles in the standard dialect	✓				✓	
Development of competence in regional/ social dialects		✓				✓

	Y	S	N
Do the materials consist of authentic texts?		✓	
Do the materials present a range of written genre?			✓
Are teaching suggestions or strategies to exploit the text included?		✓	
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hindi
(lg)
Gam Shin
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
	✓	

Comments: The books biggest virtue is the variety of social styles/ levels of language, given in the different dialogues

Evaluator: Thornton

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
India, Hindi Primer

India (Republic). Central Hindi Directorate.
Hindi Primer, Books 1-4. New Delhi, India:
Ministry of Education and Social Welfare, 1974.

Specific language/dialect taught: Hindi

Type of text: Basic level teaching material/advanced level teaching materials

Publication information: [PK1933.T5 1974] out of print

Intended users: non-Hindi speakers

Format: books

Overall grammatical/pedagogical approach: structural/audio-lingual

Presentation of language: Devanagari script and transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
Parts I and II are meant for the beginner and follow the same pattern: basic dialogues; cultural and grammatical notes; word study; and drills (substitution, reinforcement, repetition, transformation, etc.)

Part III is meant for intermediate students and contains twenty lessons in prose on different aspects of Indian life. Grammatical notes and exercises.

Part IV is intended for advanced-level students and contains 20 readings selected from Hindi literature. Literary notes and exercises.

Hindi-English Glossary at the end of Book II.

Vocabulary areas covered: communication and survival in newcomer situations; Indian cultural topics

General comments:

CPT page label: HINICHDB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Hindi Primer
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Advanced level readings in Parts 3 and 4. Notes to the readings are also in Hindi – a decidedly nice feature. Language is a wide variety of written styles, with an emphasis on the usual Sanskritized literary/written Hindi.

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

Hindi
(lg)
Hindi Primer
(text)

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts				✓		
Presentation, explanation of advanced grammatical structures					✓	
Development of automaticity, fluency						
Development of extensive range of vocabulary				✓		
Presentation of cultural and functional information				✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect					✓	
Development of competence in regional/ social dialects						✓

	Y	S	N
Do the materials consist of authentic texts?		✓	
Do the materials present a range of written genre?	✓		
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?			
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?	✓		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

Hindi
(lg)
Hindi Primer
(text)

Do the materials prepare students for self-learning after the course is over?

Y	S	N
	✓	

Comments: By the beginning of Part 4, the reading selections are quite advanced, everything in Hindi except vocabulary items in English.

Evaluator: Thornton

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Kachru, Intermediate Hindi I and II

Kachru, Yamuna and Rajeshwari Pandharipande. Intermediate Hindi I and II. Madison, WI: University of Wisconsin, South Asian Studies, 1981.

Specific language/dialect taught: Hindi

Type of text: Advanced Level Teaching Materials

Publication information: 1985 price: $6/volume. Copies at CAL.

Intended users: English speakers

Format: 2 volumes

Overall grammatical/pedagogical approach: structural

Presentation of language: Devanagari script

Physical quality of book: paperbound reproductions of typewritten sheets

Editorial quality of target language: excellent

Editorial quality of English: Excellent

Overall organization of text:

Part I: 10 lessons, each containing: (1) Hindi text; (2) glossary; (3) grammar presentation, with examples; (4) pronunciation practice, dictation, question-answer drills; (5) homework assignments.
Reference guide for pronouns and demonstratives

Part II: 10 lessons, each containing all of the above, with cultural notes.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: HINKACHC1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

_____ (lg)

_____ (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓		
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: 11/2/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) _____

(text) _____

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts		✓				
Presentation, explanation of advanced grammatical structures				✓		
Development of automaticity, fluency						
Development of extensive range of vocabulary						
Presentation of cultural and functional information						
Development of advanced reading skills						
Development of competence in various styles in the standard dialect						
Development of competence in regional/ social dialects						

	Y	S	N
Do the materials consist of authentic texts?			
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?			
Are the materials logically sequenced?			
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?			
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) _____

(text) _____

Do the materials prepare students for self-learning after the course is over?

Y	S	N
	-	

Comments: _____

Evaluator: _____

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Nilsson, Usha. Hindi Stories.
A Dual Language Reader for Area
and Advanced Language Students.
Madison, WI: University of WI,
South Asian Language and Area
Center, 1975.

Specific language/dialect taught: Hindi, standard written

Type of text: advanced level teaching materials

Publication information: Available from University of Wisconsin--South Asian Language and Area Center.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script

Physical quality of book: good

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
A good selection of short stories representative of modern Hindi writing. Has Hindi in script with facing page English translations by the editor. Gloss appended.

Vocabulary areas covered: n/a

General comments:

CPT page label: HINNILSC1

LARC staffer: (Thornton), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Nilsson
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Good selection by the best of modern Hindi writers of short stories. Has Hindi (in script) with facing 8 page English translations by the editor. Has vocabulary, full but not exhaustive, as an appendix.

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Hindi
(lg)
Nilsson
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:

	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts						✓
Presentation, explanation of basic grammatical structures						✓
Development of accurate pronunciation						
Development of automaticity, fluency						✓
Development of appropriate range of vocabulary					✓	
Presentation of cultural and functional information					✓	
Development of encoding, decoding skills (in non-roman alphabets)						✓
Development of basic reading skills					✓	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?			✓
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		✓	
Do the materials include guides for teaching?			✓
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			✓
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?			✓
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			✓

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Hindi
(lg)

Nilsen
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?			
Are the materials likely to be visually appealing to the student?		✓	
Do the materials expose students to language material above their momentary level?	✓		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		✓	
Do the materials include a wide range of learning activities for the student?		✓	
Are the materials considered successful by current users, if any?			
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		✓	
Are lessons in the materials organized around functions to the exclusion of grammar?			✓
Are lessons in the materials organized around grammar to the exclusion of functions?			✓

Comments: _____

Evaluator: Thornton Date: 10/30/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Zide, Premchand Reader

Zide, Norman et al. A Premchand Reader. (Asian Language Series) Honolulu, HI: East-West Center Press, 1965.

Specific language/dialect taught: Hindi

Type of text: Advanced level teaching material, reader

Publication information: Out of print. Available in the ERIC system: ED 012 808, 1962 edition only.

Intended users: Intended for second year students of Hindi.

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: excellent, authentic

Editorial quality of English: excellent

Overall organization of text:
[302pp]
Nine short stories in Hindi by the major, modern author, Premchand (1880-1936). The stories are arranged roughly in the order of the difficulty of unfamiliar words, with the last story containing much unfamiliar and difficult Urdu vocabulary. The Glossary includes all vocabulary considered nonelementary, and includes important aspects of the construction of a word.

(The nine short stories are not meant to be representative of the style and diversity of the author Premchand.)

Vocabulary areas covered: mainly Indian cultural topics

General comments:

CPT page label: HINZIDEA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: A review on THE modern Hindi mother tongue text book for every advanced student. Text book is good

Evaluator: [illegible] Date: 11/7/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Hindi

(text) Bidhi

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts						
Presentation, explanation of advanced grammatical structures						✓
Development of automaticity, fluency						
Development of extensive range of vocabulary						
Presentation of cultural and functional information				✓		
Development of advanced reading skills				✓		
Development of competence in various styles in the standard dialect				✓		
Development of competence in regional/ social dialects						

	Y	S	N
Do the materials consist of authentic texts?	✓		
Do the materials present a range of written genre?		✓	
Are teaching suggestions or strategies to exploit the text included?			✓
Are the materials logically sequenced?		✓	
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?	✓		
Are the materials adaptable to differing student backgrounds and interests?		✓	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) _____

(text) _____

Do the materials prepare students for self-learning after the course is over?

Y	S	N

Comments: _____

_____

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Evaluator: _____

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

INDIVIDUAL MATERIALS EVALUATION

Reference Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Bender, Grammar and Reader

Bender, Ernest. Hindi Grammar and Reader. Philadelphia, PA: The University of Pennsylvania Press, 1968.

Specific language/dialect taught: Hindi, Standard (based on the dialect of the educated classes of Uttar Pradesh)

Type of text: Reference, grammar

Publication information: Out of print. [PK1933.B4]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: generative/transformational

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: Excellent

Editorial quality of English: Excellent

Overall organization of text: [458pp]
Arranged in five parts of eight lessons each, the eighth constituting a review. Grammar presented through "equivalent constructions". Grammatical discussion; two-way translation exercises. Each lesson ends with an annotated reading (conversation or text).
Hindi-English/English-Hindi Glossary. Index.

Vocabulary areas covered: Wholly non-specific--vocabulary of examples illustrate grammar points; the vocabulary of the readings is widely-varied.

General comments: Bender's Introductory Hindi Readings (University of Pennsylvania Press, 1971), the companion volume to this book, contains the Devanagari versions of the romanized conversations and texts found in this book.

CPT page label: HINBENDB

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Bender
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: I don't think this book should be considered a reference work - it is very much intended as a teaching tool. Although conservative in grammatical approach, it eschews the overuse of technical terms, but must then rely on translation equivalencies to teach the grammar. A worthwhile experiment, whatever the results.

Evaluator: Thornton Date: 11/4/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hindi
(lg)
Bender
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach	✓		
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script			
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference		✓	
c. linguistic study			✓
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi

Reader

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓	✓	
b. idiomatic translations?	✓		

Comments: The text is really a teaching text, not a reference text. It is in romanized transliteration throughout and has no devanagari script. This failing is enough to totally outweigh the virtues of the book (mainly the later extended reading passages) and consign it to oblivion.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
India, A Basic Grammar of Hindi

Hindi (Republic). Central Hindi Directorate. A Basic Grammar of Modern Hindi. 3rd ed. New Delhi, India: Ministry of Education and Social Welfare, 1975.

Specific language/dialect taught: Hindi

Type of text: Reference, Grammar

Publication information: Out of print; [PK1933.I48 1972]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language:

Editorial quality of English: good

Overall organization of text:
[viii, 224pp]
I. Letters and sounds
II. Nouns, pronouns and adjectives
III. Verbs
IV. Adverbs, postpositions, conjunctions and interjections
V. Syntax
VI. Appendices (including the Standardization of Hindi spelling and an English-Hindi glossary of grammatical terms)

Vocabulary areas covered: non-specific

General comments:

CPT page label: HINICHDA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Basic Grammar
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		} see below
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Despite the Preface's avowed disdain for "the dead-weight of traditional methods", this grammar suffers from the usual "parts of speech" approach. Although it has many nice details of usage, its overly (pseudo-) scientific approach renders it unusable except by those familiar with grammatical jargon.

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hindi
(lg)

Basic Grammar
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach	✓		
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category	✓		
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference	✓		
c. linguistic study		✓	
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Thornton Date: 10/30/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi

Basic Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
b.	✓		
	✓		

Comments: Uses made-up acontextual examples, often with a "literal" word by word gloss followed by a smoother, more idiomatic English rendering.

Certainly one of the better modern reference type grammars. Some of the linguistic details may be disputable, but a solid 3 work.

There is some reference to dialect and 'non-standard' usage, but not enough for a language learner to do anything useful with.

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Hook, Compound Verb in Hindi

Hook, Peter Edwin. The Compound Verb in Hindi. Ann Arbor, MI: University of Michigan, Center for South and Southeast Asian Studies, 1974.

Specific language/dialect taught: Hindi

Type of text: Reference

Publication information: Out of Print. Georgetown University Call No: [PK1933.H6 1974] Sample at CAL.

Intended users: teachers of Hindi

Format: monograph

Overall grammatical/pedagogical approach:

Presentation of language: transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
Body of the word in two parts: (1) examines and elaborates the formal and semantic criteria needed to define the class of compound verbs (with a list of 22 "vector" verbs); and (2) deals with the question of defining compound verbs.

Vocabulary areas covered: non-specific

General comments:

CPT page label: HINHOOKA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Hook - Compound Verb
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		see below
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: An excellent piece of scholarship and source of information, unfortunately marred by two ~~are~~ fatal flaws: 1) an extremely small and often contradictory data base of native informants and 2) reaching the same conclusion as traditionally held, without investigating the intriguing possibilities of the alternate analyses which were raised (cf. p. 314-318)

Evaluator: Thornton Date: 11/4/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

~~Hook~~ Hindi
(lg)
Hook Onward Hindi
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category		✓	
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference		✓	
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations	✓		
b. quotations from oral sources	✓		
c. invented for purposes of discussion	✓		

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi
Hook - Compound Verb

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	✓		
b. idiomatic translations?			✓
	✓		

Comments:

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Hindi
India, Eng-Hindi Conversation

India (Republic). Central Hindi Directorate. English-Hindi Conversation Guide. New Delhi, India: Ministry of Education and Social Welfare, 1976.

Specific language/dialect taught: Hindi

Type of text: Reference

Publication information: Revised and illustrated edition of Bilingual Conversational Guide (Hindi-English) published in 1973. [PK 1935.I48 1976]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script and transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[viii, 176pp]
Key to pronunciation.
Part 1: conversational sentences and expressions classified under different headings and covering various situations and topics (greetings, travel, hotels, shopping, etc.)

Part 2: glossary of useful words arranged topically: Indian dishes, parts of the body, clothes and ornaments, numerals, etc.

Synonyms provided in the footnotes. Illustrations.

Vocabulary areas covered: communication and survival in newcomer situations.

General comments:

CPT page label: HINICHDC1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Conversation Guide
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓	✓ ✓		
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: The title is misleading, since the example situations of part 1 consist of useful phrases to speak — but not the answers or other information about the context. The organization is clear, but not very systematic.

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hindi
(lg)
Conversation Guide
(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach	✓		
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students		✓	
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category			✓
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference			✓
c. linguistic study			✓
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources		✓	
c. invented for purposes of discussion	✓		

Evaluator: Thornton Date: 10/30/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi
Conversation Guide

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓	■	
b.		✓	
		✓	

Comments: The situational episodes of part 1 are interesting, but teach only the isolated phrases — there aren't any exercises of the 'slot-filling' variety to develope fluency and expand vocabulary for the appropriate situations. The vocabulary lists of Part 2 are good, but not great.

Y = yes; S = somewhat; N = no

Kachru, Yamuna. Aspects of Hindi Grammar. New Delhi, India: Manohar, 1980.

Specific language/dialect taught: Hindi, dialect unspecified

Type of text: Reference, generative grammar

Publication information: unavailable for purchase in the United States [PK1933.K25]

Intended users: English speakers; linguistic specialists

Format: Book

Overall grammatical/pedagogical approach: generative grammar

Presentation of language: transcription used throughout

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text: [xiii, 161pp]
Introductory chapter on regional varieties and styles of Hindi-Urdu-Hindustani and the Hindi grammatical tradition. Chapters deal with the Hindi sentence, noun and verb phrases, adjectives, adverbs, simple sentences, complex and compound sentences.

Select Bibliography.

Vocabulary areas covered: non-specific

General comments:

CPT page label: HINKACHA1

LARC Staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Hindi

(text) Aspects

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: 'pop' - transformational generative approach of use only to those working within that framework.

Evaluator: Thornton Date: 11/4/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hausa

(text) Texts

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach		✓	
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students			✓
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script			✓
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference			✓
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?		✓	
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Thurston Date: 11/4/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi

Aspects

	Y	S	N
Are examples/texts translated into English?	✓		
a. literal translations?	✓		
b. idiomatic translations?	✓		

Comments: None.

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Kellogg, Hindi Grammar

Kellogg, S.H. A Grammar of The Hindi Language. New Delhi, India: Oriental Books Reprint Corp., 1972.

Specific language/dialect taught: Hindi, treating 13 dialects

Type of text: Reference, Grammar

Publication information: Reprint of 1938 edition, first edition, 1875. 1985 price: $35. Copy at CAL. [PK1933.K5 1972]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Devanagari and transcription

Physical quality of book: hardbound, glued binding

Editorial quality of target language: very good

Editorial quality of English: Good but stilted, dated usage.

Overall organization of text:
[xxxiv, 584pp]
Traditional grammar presentation, with examples following descriptions and including notes on pronunciation by T. Grahame Bailey.
No exercises.

Vocabulary areas covered: Wholly non-specific, illustrating grammatical points.

General comments:

CPT page label: HINKELLA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Kellogg
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: The classic reference on "Hindi" meaning the whole group of languages/dialects throughout Northern India. Still unsurpassed for dialect matters.

Evaluator: Thornton Date: 11/4/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hindi

(text) Kellogs

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation		✓	
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only	✓		
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials			✓
b. pedagogical reference		✓	
c. linguistic study	✓		
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)	✓		✓
Are examples/texts			
a. literary quotations	✓		
b. quotations from oral sources	✓		
c. invented for purposes of discussion	✓		

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi

Kellogg

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

	Y	S	N
	✓		
		✓	
		✓	

Comments:

Y = yes; S = somewhat; N = no

McGregor, R.S. Outline of Hindi Grammar with exercises. 2nd ed. New Delhi, India: Oxford University Press, 1984.

Specific language/dialect taught: Hindi, modern standard

Type of text: Reference, Grammar

Publication information: 10th reprint of 1977 ed. 1985 price: $9.95. Copy at CAL. [PK1933.M284]

Intended users: English speakers

Format: Book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Devanagari and transliteration

Physical quality of book: softbound

Editorial quality of target language: good

Editorial quality of English: excellent

Overall organization of text:
[xxxiii, 261pp]
Introduction includes notes on language varieties, phonology and script.
Grammar is presented in 26 lessons and 6 supplemental lessons (with no exercises).
There are vocabulary lists and two-way translation exercises.

Appended are: reading passages with vocabulary notes; composition passages for translation into Hindi with vocabulary notes; key to the exercises of the 26 lessons; Hindi translations of composition passages.

Hindi-English/English-Hindi Vocabularies.

Vocabulary areas covered: non-specific

General comments: presupposes no knowledge of Hindi

CPT page label: HINMCGRA1

LARC staffer: Mc

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Mc Gregor Gr
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓*	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: The work is really a hybrid which falls between two stools - reference and teaching. Its perfect target audience would be experienced academic-cum-book-learning language fiends. It is not complete enough for reference purposes, yet is to "grammatical" for beginners; no emphasis on oral/aural at all.

Evaluator: Thornton Date: 11/4/85

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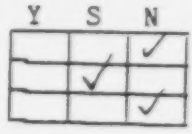
Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hindi
(lg)
McGregor Gr
(text)

REFERENCE MATERIAL EVALUATION



	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach		✓	
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category		✓	
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration	✓		
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?	✓	✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)		✓	
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Thornton Date: 11/4/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi
McGregor

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

Y	S	N
✓		
✓		
	✓	

Comments: The approach is a mixture, with much emphasis on traditional sentence/parts of speech terminology. Examples are acontextual made up sentences; little cultural information included.

There is an attempt to delineate style levels in marking vocabulary items as 'formal-Sanskritic' and 'informal-Persian Arabic' (see Introduction, p. x, xi). Unfortunately this does not carry over into to discussions of grammar & usage.

Although it attempts to be in some ways a reference text, the organization and contents are clearly modelled for use as a teaching text - e.g. postpositions spread out over many chapters &c.

The Supplements (I-V) are useful advanced material.

Reading passages are good, but boring, Hindi.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Sharma, S.N. Hindi Grammar and Translation.
Bombay, India: S.N. Sharma, 1950.

Specific language/dialect taught: Hindi, dialect not specified

Type of text: reference, pedagogical grammar

Publication information: 1st ed., out of print [PK1934.S525]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: adequate

Editorial quality of English: adequate

Overall organization of text:
[viii, 330pp]
Grammar presented by part of speech in 35 chapters. Examples follow grammatical explanations. Translation notes, vocabulary lists, 2-way translation exercises.

Chapters 36-38 contain suggestions for translation, along with both Hindi and English passages for translation, where italicized words are glossed at the end.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: HINSHARB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi (lg)
Sharma (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		a little old fashioned
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	•	✓ •		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hindi

(text) Sharma

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category		✓	
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration		✓	
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference	✓		
c. linguistic study		✓	
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		✓

Evaluator: Thornton Date: 10/30/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi
Sharma

Are examples/texts translated into English?

	Y	S	N
a. literal translations?		✓	
b. idiomatic translations?		✓	

Comments:

Y = yes; S = somewhat; N = no

Southworth, Franklin C. The Student's Hindi-Urdu Reference Manual. Tucson, AZ: University of Arizona Press, 1971.

Specific language/dialect taught: Hindi-Urdu, colloquial

Type of text: reference

Publication information: out of print

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: standard parts of speech

Presentation of language: devanagari script

Physical quality of book: good quality paperback

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
Advanced discussions of basic grammar, with emphasis on colloquial speech, organized into chapters each concentrated on one general area of grammar.

Vocabulary areas covered: general

General comments:

CPT page label: HINSOUTA1

LARC staffer: (Thornton), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Southworth
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Short Introduction on social background of Hindi; 13 chapters, from script to various grammatical categories (e.g. Noun, Verb phrase, complex sentences &c.); Hindi to E. and E. to H. glossaries. Covers much the same grammatical ground as does McGregor's Outline, but not as advanced as Hook's Intermediate Structures. A conservative parts of speech grammatical approach fails to excite.

Evaluator: Thornton Date: 11/10/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

(lg) Hindi

(text) Southworth

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach	✓		
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?		✓	
Are materials suitable for use by			
a. beginning students		✓	
b. advanced students		✓	
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category		✓	
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			✓
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?		✓	
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced		✓	
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources	✓		
c. invented for purposes of discussion		✓	

Evaluator: Thomas Date: 11/10/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi

Southworth

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

	Y	S	N
a.	✓		
			✓
b.	✓		

Comments: It is unfortunate for us that the author did not try to compose a grammar which places the language in to the reality of its social context — a task for which he is eminently qualified.

Y = yes; S = somewhat; N = no

Thakur, Molu Ram. An Easy Way to Hindi and Hindi Grammar. Chandigarh, India: Devaprastha Sahitya Sangam, 1970.

Specific language/dialect taught: Hindi, dialect unspecified

Type of text: Basic Level Teaching Material; Reference, Grammar

Publication information: first edition; out of print; [PK1933.T5]

Intended users: English-speaking students

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Devanagari script used throughout

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: very good

Overall organization of text: [xii, 343pp]

I. Script and formation of words, includes notes on the uses of vowels, letters, conjunct consonants and fifteen tenses;
II. grammar, in terms of parts of speech, with numerous examples to illustrate grammatical points;
III. synonyms, antonyms, one-word substitution, words having different meanings, idioms, provers, etc.

Sections on Sandhi and word formation appended.

Vocabulary areas covered: non-specific

General comments:

CPT page label: HINTHAKA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Hindi
(text) Thakur

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			✓ ✓ ✓	
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	

Electronic Aids	

Comments: Perfect example of a linguist who thinks he knows his mother tongue, but doesn't --- ough!

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Hindi
(lg)

(text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation	✓		
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
Are explanations clear to the non-specialist?			✓
Are materials suitable for use by			
a. beginning students			✓
b. advanced students	✓		
c. teachers/materials developers only		✓	
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			✓
c. functional category			✓
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration		✓	
c. in phonetic transcription			✓
Original intention of the materials:			
a. teaching materials		✓	
b. pedagogical reference	✓		
c. linguistic study			✓
Do the materials purport to describe the entire language?	✓		
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed			✓
b. cross-referenced			✓
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts			
a. literary quotations			✓
b. quotations from oral sources			✓
c. invented for purposes of discussion	✓		

Evaluator: Thornton Date: 10/20/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Hindi

Thakur.

Are examples/texts translated into English?

a. literal translations?
b. idiomatic translations?

Y	S	N
	✓	
	✓	
		✓

Comments: Grammatical views, esp. in phonology, are out of date and occaisionally strange — e.g. the principle of conjunct consonants isn't discussed until page 80.

Pretty mediocre, all around. McGregor is more useful as a work of this genre.

Y = yes; S = somewhat; N = no

Dictionaries

Bulcke, K., S.J. An English-Hindi Dictionary. Rauchi: Kathilak Press, 1968.

Specific language/dialect taught: Hindi, literary

Type of text: reference, dictionary

Publication information: in print, no further information available

Intended users: Hindi and English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script

Physical quality of book: excellent

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:

Vocabulary areas covered: general, heavily Sanskritic, literary Hindi; very little Urdu.

General comments:

CPT page label: HINBULCA1

LARC staffer: (Thornton), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: Date:

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) _____

(text) _____

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		✓	
b. grammatical approach			✓
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			
b. definitions/explanations			
c. translation equivalents			
d. transliterations			
e. phonetic transcriptions of pronunciation			
f. grammatical information			
g. examples			
h. use of entry in phrases, idioms			✓
i. syllable division		✓	
j. cross-references to other entries			
k. information on style levels		✓	
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion	✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?		✓	
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: Thornton Date: 11/7/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Chaturvedi, Practical Hindi-English Dictionary

Chaturvedi, Mahendra (ed.). A Practical Hindi-English Dictionary. 2nd ed. Delhi: National, 1975.

Specific language/dialect taught: Hindi

Type of text: dictionary

Publication information: in print

Intended users: English/Hindi-bilinguals

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: devanagari script with transliteration

Physical quality of book: acceptable

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
Introduction, no appendices.
Gives useful phrases and idioms, especially with various compound verbs. Includes a good mixture of upper level Sanskritic Hindi and Persianized Urdu vocabulary as well.

Vocabulary areas covered: general

General comments: The most reliable, handy, single-volume Hindi dictionary for English speakers.

CPT page label: HINCHATA1

LARC staffer: (Thornton), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments:

Evaluator:

Date: 11/2/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) _____

(text) _____

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach		✓	
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation			✓
f. grammatical information	✓		
g. examples		✓	
h. use of entry in phrases, idioms	✓		
i. syllable division			✓
j. cross-references to other entries		✓	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion		✓	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		✓	
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?	✓		

Evaluator: Thurston Date: 11/2/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

Hindi
India, Dict. of Common Words

India (Republic). Hindi-English Dictionary of Common Words. Delhi, India: Central Hindi Directorate, 1966.

Specific language/dialect taught: Hindi

Type of text: Reference, dictionary

Publication information: [PK1936.I46--to be found in the Library of Congress Catalog Reference division]

Intended users: Hindi speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari and transcription (book calls it transliteration)

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: very good

Overall organization of text:
[307pp]
Approximately 7,000 Hindi entries with Urdu and English equivalents, parts of speech and pronunciation symbols.

Vocabulary areas covered: non-specific

General comments:

CPT page label: HINICHDD1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Dict. Common Words
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	*	* ✓		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: The goals of the text are modest but well met: the few thousand most common words. Some entries contain references to synonyms; unfortunately idioms, esp. with verbs, are not included. A nice book, but not as useful to students as Chaturvedi, etc.

Evaluator: Thornton Date: 10/31/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Hindi

(text) D.ct. Common Words

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations	✓		
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation			✓
f. grammatical information	✓		
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries		✓*	
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples n/a			
a. literary quotations			
b. quotations from oral sources			
c. contrived for purposes of discussion			
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?		✓	
Can the dictionary be used by beginning students of the language?	✓		

*see comments

Evaluator: Thornton Date: 10/31/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
India, Basic Hindi Vocabulary

India (Republic). Ministry of Education. Basic Hindi Vocabulary: 2,000 Words. New Delhi, India: Ministry of Education, 1958.

Specific language/dialect taught: Hindi

Type of text: Reference, Dictionary

Publication information: Out of print; [PK1936.I5] Sample at CAL.

Intended users: non-Hindi speaking Indians

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script and transcription

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
A standardized basic Hindi vocabulary designed to be used in the preparation of Hindi readers for use in non-Hindi speaking states of the Indian Republic.
Based on frequency lists and universality of concept. Includes English words common in Spoken Hindi.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: HINMEDUA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg)

(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		✓		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Really only useful as a supplement tool, by itself has no really use to a student - no glossary, no language laboratory, etc - but as the textbook by itself is numerous etc

Evaluator: Thurston Date: 11/2/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Farsi

(text) [illegible]

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation			✓
f. grammatical information		✓	
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?			✓
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: [illegible] Date: [illegible]

Y = yes; S = somewhat; N = no

HINDI
Nalanda, English-Hindi Dictionary

Nalanda Current Dictionary. 200,000 English Words with English-Hindi Meanings. Rev. and enl. ed. Bhagalpur, India: Bharat Book Depot, 1970.

Specific language/dialect taught: Hindi

Type of text: Reference, Dictionary

Publication information: Out of print. [PK1936.N34 1970z--Georgetown University call no.] Sample at CAL.

Intended users: Hindi speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[1368pp]
200,000 English-Hindi entries include:
the English word, Hindi pronunciation symbols, English and Hindi equivalents, parts of speech.

Vocabulary areas covered: non-specific

General comments:

CPT page label: HINNALAA1

LARC staffer: McP

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Nalanda
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				N.A.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Contains an extra-ordinary mixture of Archaic & technical English vocabulary; Hindi transcription is of British pronunciation. Title/no guide to style level. Not rec. for students.

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Hindi

(text) Naloada

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary	✓		
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography		*	
Included in entries:			
a. etymologies			✓
b. definitions/explanations		✓	
c. translation equivalents	✓		
d. transliterations	✓		
e. phonetic transcriptions of pronunciation			✓
f. grammatical information		✓	
g. examples		✓	
h. use of entry in phrases, idioms		✓	
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓!
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information		✓	
Are examples			
a. literary quotations	✓		
b. quotations from oral sources			✓
c. contrived for purposes of discussion		?	
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			✓
Does the dictionary approach full coverage of the vocabulary of the language?	✓		
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?			?

Evaluator: Thurston Date: 10/30/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Ojha, Ajanta Hindi-English Dict.

Ojha, V.D. (ed.). Ajanta Standard Dictionary, Hindi-English. New Delhi, India: Ajanta Prakashan, n.d.

Specific language/dialect taught: Hindi

Type of text: Reference, Dictionary

Publication information: Out of print. Georgetown University call no: PK1936.053 Sample at CAL.

Intended users: Hindi or English speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Devanagari script

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[448pp]
20,000 Hindi entries include: parts of speech, English equivalents.

Specialized vocabularies are appended; e.g., parts of the body, administrative terms, scientific and technical terms, communications; judicial vocabulary, etc.

Vocabulary areas covered: non-specific, except for the appendices

General comments:

CPT page label: HINOJHAB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Hindi

(text) Ajanta

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		✓ ✓ ✓		
Are the materials usable in language teaching contexts?	*	*	✓	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Vocabulary choice leans rather to the Sanskritic side, thus making it perhaps more useful (?) for reading rather than speaking.

Technical vocabularies in appendix somewhat useful, but there are better materials in the larger dictionaries.

Evaluator: Thornton Date: 10/30/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

(lg) Hindi

(text) Ajanta

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			
b. grammatical approach	✓		
c. state of knowledge of the language		✓	
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information			✓
g. examples			✓
h. use of entry in phrases, idioms			✓
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language?		✓	

Evaluator: Thornton Date: 10/30/85

Y = yes; S = somewhat; N = no

Pathak, R.C. (compiler and editor). Bhargava's Concise Dictionary of the English Language. Anglo-Hindi Edition. 11th ed. Chowk, Varanasi, India: Bhargava Book Depot, 1982.

Specific language/dialect taught: Hindi

Type of text: Reference, Dictionary

Publication information: first published 1938; copy at CAL; 1985 price: $7.50

Intended users: principally intended for Hindi speakers; suitable for English speakers as well.

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script

Physical quality of book: glued hardbound

Editorial quality of target language:

Editorial quality of English: Adequate

Overall organization of text: [879pp]
English-Hindi dictionary of approximately 26,000 entries include: parts of speech, Hindi equivalents, derivatives, and Hindi pronunciation symbols. Also included are inflection of verbs; comparative and superlative forms of adjectives and adverbs; exceptional singular or plural forms of words, as well as masculine and feminine forms of words indicated in parentheses. Hindi-English cross-reference. Appended are: a list of weights and measures; a guide to translation vocabulary; a gloss of scientific terms; and English proverbs with Hindi equivalents.

Vocabulary areas covered: non-specific dictionary

General comments: This volume and the companion Hindi-English version are concise versions of the two-volume Bhargava's Standard Illustrated Dictionary.

CPT page label: HINPATHA1

LARC staffer: MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

HINDI
Pathak, Bhargava Hindi Dictionaries

Meta-Criteria

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		Hindi is OK, but English is old-fashioned.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X	 X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: The Hindi presented in these dictionaries is mixed up, without much indication of style levels. They do not discuss idioms, especially compound verbs and verb phrases. Any use of these dictionaries by students would have to be monitored by an instructor-they must be used with caution. Because of the old-fashioned English they are rendered even more useless to the English-speaking student of Hindi.

Evaluator: Randy Thornton

Date: November, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Pathak, Concise Hindi-English

Pathak, R.C. (comp. and ed.) Bhargava's Concise Dictionary of the Hindi Language. 6th Hindi-English ed. Chowk, Varanasi, India: Bhargava Book Depot, 1982.

Specific language/dialect taught: Hindi

Type of text: Reference, Dictionary

Publication information: First published 1949; copy at CAL; 1985 price: $7.50

Intended users: principally intended for Hindi speakers; suitable for use as well by English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script

Physical quality of book: glued hardbound

Editorial quality of target language:

Editorial quality of English: adequate

Overall organization of text: [numbering in Hindi]
Hindi-English Dictionary of approximately 27,000 entries includes: parts of speech, gender of nouns, English equivalents. Hindi-English Cross-Reference. Appended are lists of weights and measures; a guide to translation vocabulary; Hindi proverbs with English equivalents.

Vocabulary areas covered: non-specific dictionary

General comments: This dictionary, along with the companion English-Hindi version, is a concise form of the Bhargava's Standard Illustrated Dictionary, also in two volumes.

CPT page label: HINPATHB1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

HINDI
Pathak, Bhargava Hindi Dictionaries

Meta-Criteria

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		Hindi is OK, but English is old-fashioned.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X	 X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: The Hindi presented in these dictionaries is mixed up, without much indication of style levels. They do not discuss idioms, especially compound verbs and verb phrases. Any use of these dictionaries by students would have to be monitored by an instructor-they must be used with caution. Because of the old-fashioned English they are rendered even more useless to the English-speaking student of Hindi.

Evaluator: Randy Thornton

Date: November, 1985

HINDI
Pathak, Standard English-Hindi

Pathak, R.C. (Comp. and ed.). Bhargava's Standard Illustrated Dictionary of The English Language. 12th Anglo-Hindi Edition. Chowk, Varanasi, India: Bhargava Book Depot, 1982.

Specific language/dialect taught: Hindi

Type of text: Reference, Dictionary

Publication information: Reprint of 1965 ed., first published 1939. Copy at CAL. 1985 price: $24.95

Intended users: Hindi and English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script

Physical quality of book: glued hardbound, of second-rate quality

Editorial quality of target language: ok

Editorial quality of English: good, but old-fashioned

Overall organization of text: [1432pp]
Approximately 33,000 English-Hindi entries include: Devanagari pronunciation symbols, derivatives, compound words (with pronunciation symbols). Alternate spellings indicated. Also included is a supplement of recent words and new usages.

Appended are lists of specialized vocabulary; suffixes and prefixes; A Student's Guide to Translation.

Vocabulary areas covered: non-specific dictionary

General comments:

CPT page label: HINPATHC1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

HINDI
Pathak, Bhargava Hindi Dictionaries

Meta-Criteria

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		Hindi is OK, but English is old-fashioned.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X	 X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: The Hindi presented in these dictionaries is mixed up, without much indication of style levels. They do not discuss idioms, especially compound verbs and verb phrases. Any use of these dictionaries by students would have to be monitored by an instructor-they must be used with caution. Because of the old-fashioned English they are rendered even more useless to the English-speaking student of Hindi.

Evaluator: Randy Thornton

Date: November, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

HINDI
Pathak, Standard Hindi-English

Pathak, R.C. (comp. and ed.). Bhargava's Standard Illustrated Dictionary of the Hindi Language. Hindi-English ed. Chowk, Varanasi, India: Bhargava Book Depot, 1983.

Specific language/dialect taught: Hindi, literary and modern colloquial

Type of text: Reference, Dictionary

Publication information: First published 1946. Copy at CAL. [PK 1996.P32]

Intended users: Hindi and English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari script

Physical quality of book: Hardbound, glued, of secondary quality

Editorial quality of target language: ok

Editorial quality of English: Good, but old fashioned

Overall organization of text: [numbering in Hindi]
Hindi entries include parts of speech, English equivalents, illustrative phrases. Illustrations. Appended are: A Student's Guide to Translation Vocabulary; Hindi proverbs with English equivalents; words and phrases from Greek, Latin and Modern European languages; forms of address; prefixes and suffixes; specialized vocabulary.

Vocabulary areas covered: non-specific dictionary

General comments:

CPT page label: HINPATHD1

LARC staffer: Mc

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

HINDI
Pathak, Bhargava Hindi Dictionaries

Meta-Criteria

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		X		Hindi is OK, but English is old-fashioned.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X	 X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: The Hindi presented in these dictionaries is mixed up, without much indication of style levels. They do not discuss idioms, especially compound verbs and verb phrases. Any use of these dictionaries by students would have to be monitored by an instructor-they must be used with caution. Because of the old-fashioned English they are rendered even more useless to the English-speaking student of Hindi.

Evaluator: Randy Thornton

Date: November, 1985

Platts, John Thompson. A Dictionary of Urdu, Classical Hindi and English. London: Oxford University Press, 1968.

Specific language/dialect taught: Hindi-Urdu: spoken Hindi, written Urdu, some written Hindi.

Type of text: dictionary

Publication information: in print; also Indian edition available. First published by Oxford in 1884.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: in Urdu script with transliteration, and some Devanagari script.

Physical quality of book: good

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[1259pp]
Alphabetized by Urdu spelling.
Hindi-English dictionary, with grammatical information, etymologies, illustrative phrases, etc.

Vocabulary areas covered: mainly literary

General comments: The best English language dictionary of Hindi. Since it is alphabetized by the Urdu spelling, knowledge of that script is very useful.

CPT page label: HINPLATA1

LARC staffer: (Thornton), MF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

(lg) Hindi - Urdu

(text) Platts Dict.

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	* ✓	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	✓
Refresher-Maintenance Programs	
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: The standard English language dictionary of Hindi - Urdu. Very useful for all literary things. Surprisingly up to date. Its only lack is in regard to the most recent varieties of official, government sponsored written Hindi; but even here it contains a good deal of that vocabulary.

One of very few H-E dictionaries to contain etymologies

Evaluator: Thornton Date: 11/7/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hindi - Urdu
(lg)

(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N	
Does the date of the dictionary render it old-fashioned in				
a. vocabulary		✓*		* re pronunciation
b. grammatical approach		✓		
c. state of knowledge of the language		✓*		
d. use of accepted modern standard script, orthography			✓	
Included in entries:				
a. etymologies	✓			
b. definitions/explanations	✓			
c. translation equivalents	✓			
d. transliterations	✓			
e. phonetic transcriptions of pronunciation			✓	
f. grammatical information	✓			
g. examples		✓		
h. use of entry in phrases, idioms	✓			
i. syllable division			✓	
j. cross-references to other entries		✓		
k. information on style levels		✓		
l. information on regional, dialectal variation		✓		
m. warnings about language learner errors			✓	
n. cultural information		✓		
Are examples				
a. literary quotations	✓			
b. quotations from oral sources	✓			
c. contrived for purposes of discussion		✓		
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓			
Does the dictionary approach full coverage of the vocabulary of the language?	✓			
Is the dictionary primarily aimed at the English speaker?	✓			
Can the dictionary be used by beginning students of the language? — assuming knowledge of Urdu script, yes.		✓		

Evaluator: Thornton Date: 11/7/85

Y = yes; S = somewhat; N = no

Schomer, Karine and Geoffrey G. Reinhard. 2nd ed. revised in collaboration with Usha R. Jain. Basic Vocabulary for Hindi and Urdu. Berkeley, CA: University of California, Center for South and Southeast Asian Studies, 1983.

Specific language/dialect taught: Hindi

Type of text: Reference, Vocabulary

Publication information: first published 1978, distributed since 1983 by the University Press of America, Lanham, Maryland. [PK1936.S4 1983] Copy at CAL.

Intended users: elementary students of Hindi-Urdu

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Devanagari and Arabic scripts

Physical quality of book: softbound; reproductions of typewritten pages

Editorial quality of target language: good

Editorial quality of English: Excellent

Overall organization of text:
[xvi, 177pp]
Approximately 2,000 entries
Three-column Hindi-Enlgish-Urdu format
Emphasis is on showing common core "Hindustani" words which occur in both languages. Grammatical designations.
Appended are: (1)Words grouped by grammatical categories; and (2)words grouped by thematic categories.

Vocabulary areas covered: widely-varied

General comments:

CPT page label: HINSCHOA1

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Hindi
(lg)
Basic Vocab
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	✓ ✓ ✓			
Are the materials usable in language teaching contexts?	✓ *	*		

* Specific language-teaching context

Basic Courses	✓
Advanced Courses	✓
Refresher-Maintenance Programs	✓
Reference Materials	✓
Dictionaries	✓

Electronic Aids	

Comments: Contains 1,000 common words — alphabetized by Hindi entry (no romanization/transcription), followed by translation gloss, minimal grammatical information, and spelling in Urdu script. Useful, if used in a systematic way, especially the appendices.

Evaluator: Thurston Date: 11/4/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Hindi
(lg)
Basic Vocab.
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
d. use of accepted modern standard script, orthography			✓
Included in entries:			
a. etymologies			✓
b. definitions/explanations			✓
c. translation equivalents	✓		
d. transliterations			✓
e. phonetic transcriptions of pronunciation			✓
f. grammatical information		✓	
g. examples			✓
h. use of entry in phrases, idioms		✓	
i. syllable division			✓
j. cross-references to other entries			✓
k. information on style levels			✓
l. information on regional, dialectal variation			✓
m. warnings about language learner errors			✓
n. cultural information			✓
Are examples			
a. literary quotations			✓
b. quotations from oral sources			✓
c. contrived for purposes of discussion			✓
Does the dictionary have an introduction or appendices presenting information of use to the language learner?	✓		
Does the dictionary approach full coverage of the vocabulary of the language?			✓
Is the dictionary primarily aimed at the English speaker?	✓		
Can the dictionary be used by beginning students of the language? — presupposes script		✓	

Evaluator: _____ Date: _____

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials